التربية للجميع EDUCATION FOR ALL

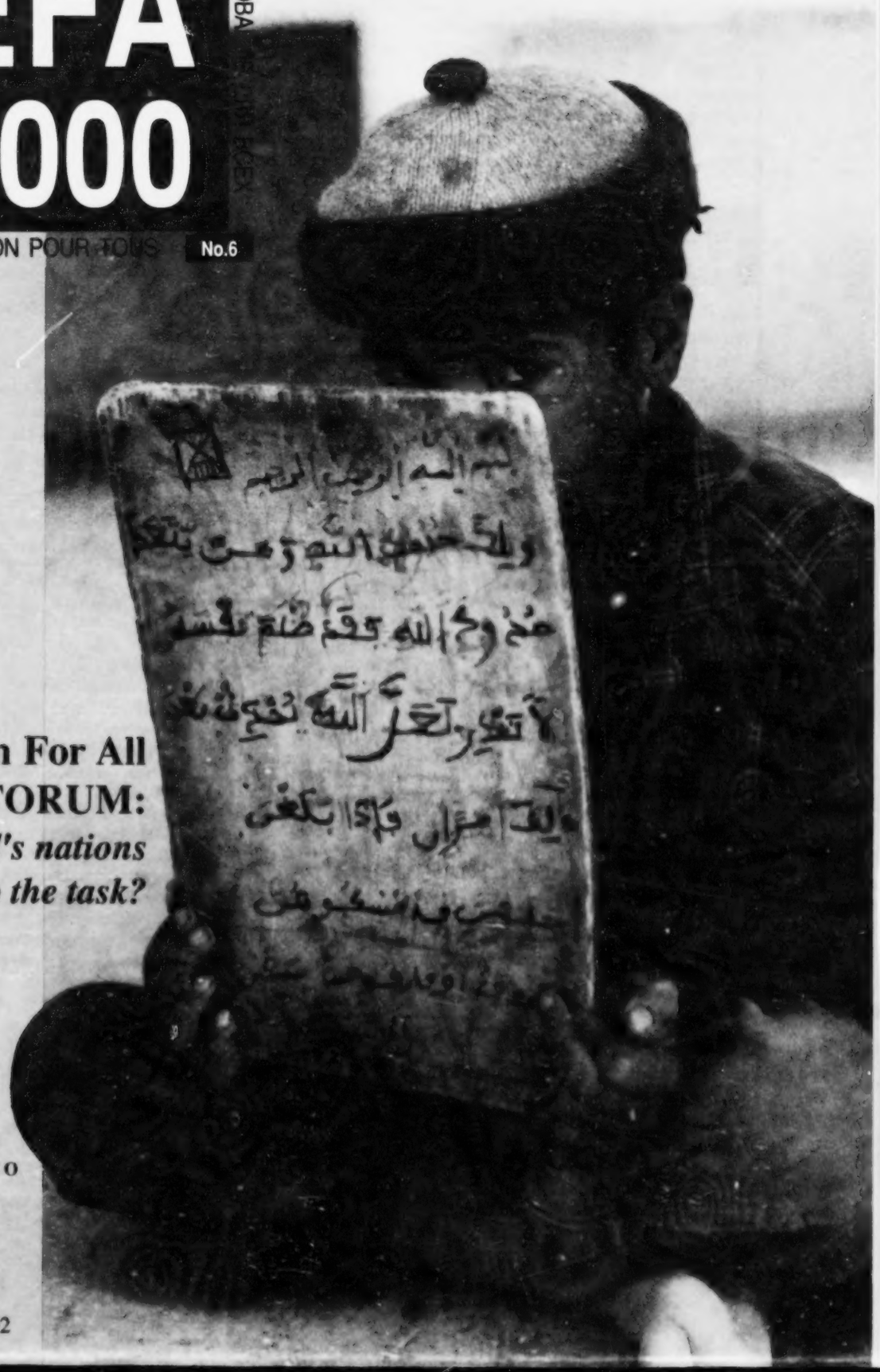
全民教育 EDUCACION PARA TODOS

ОБРАЗОВАНИЕ ДЛЯ ВСЕХ

EFA 2000

EDUCATION POUR TOUS

No.6



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Education For All FORUM:

Are the world's nations up to the task?

Bulletin

Published by UNESCO

January - March 1992

Since the ***World Conference on Education for All*** (Jomtien, Thailand, March 1990), many dramatic changes have taken place: a war in the Gulf, drastic transformations in Eastern Europe and the Soviet Union, and new emphases globally. Yet, education has not been crowded out. It continues to enjoy the recognition that it is pivotal to sustainable economic and societal progress, that with the new wave of democratization, education is a tool to ensure that citizens will not be exploited again; and that education prepares nations for the future technologically, culturally, environmentally and politically.

EDITORIAL

The first ***International Consultative Forum on Education for All*** demonstrated that the Jomtien proclamations have manifested themselves in new commitments, plans, partnerships, innovations and emphases in many developing and industrial countries and in almost all donor agencies. We have gone a long way, but we still have a long way to go. Achieving the goals of EFA requires accelerated action in four domains:

First, at the country level. The success of EFA depends primarily on national action, whether in terms of political commitment, technical know-how or financial resources. All other inputs are relatively marginal and transient. Therefore, countries cannot escape the need to make long-term commitments and tough strategic and national decisions regarding increased spending on education - and equally hard - regarding allocation of resources within education towards provision of basic services.

Second, at the donor level. Effective support for basic education requires long-term assistance for consolidated programmes of both capital and recurrent expenditure. To ensure sustainability, such financing must be embedded in a prudent fiscal policy framework and targeted at strategic categories of expenditure. Collaboration among donors can make up for individual institutional limitations.

Third, at the level of ideas. In every international gathering it becomes increasingly clear that exchanges of ideas and experiences are essential, particularly in basic education. This places a premium on a system of exposure to innovations and ideas; not to be copied but to stir imagination.

Fourth, in the area of research. Specifically, we need to know more about what actually happens when a child or an adult goes about the business of learning. Knowing more how cognitive and attitudinal learning takes place will definitely lead to more efficient and effective education. The international community needs to support an ambitious and rigorous programme in this area.

There are many reasons to feel good - momentum is building up. But this should not lead to complacency. We should be encouraged to multiply efforts and accelerate implementation. The business of education is people - and where people are concerned, we should give our most precious, our best.

Wadi D. Haddad

(Dr. Haddad was the Executive Secretary of the Inter-Agency Commission that organized the Jomtien Conference. He gave the closing address at the EFA Forum).

"WATCHDOG"

The International Consultative Forum on Education for All is a global "watchdog" to monitor progress towards the EFA goals agreed upon by the international community at the World Conference on Education for All (WCEFA) held in Thailand 1990. Consisting of sixty high-level personalities representing developing countries, multilateral and bilateral agencies, non-governmental organizations and the private sector (including the media), the Forum is expected to meet every two years. Executive heads of the four original sponsors of WCEFA - UNESCO, UNICEF, the World Bank and United Nations Development Program (UNDP) - convene the Forum.

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Never before has the need for better quality education gripped the attention of countries at every stage of development — from the poorest to the richest nations...we have learnt that rapid progress in education is possible if the political will is there. Seventeen developing countries managed to more than double their literacy rates in the last fifteen years. Five countries more than tripled them.

William H. Draper III, Administrator, UNDP

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We need to give renewed attention to the role of education in democratic systems and open societies... Countries are breaking from their past and moving to establish new identities within new political and economic orders. Education reform and restructuring is unavoidably a part of these changes—contributing and leading in some cases, following as a logical consequence in others, but being fundamentally challenged in all cases.

Dr. Richard E. Bissell, Assistant Administrator, United States Agency for International Development

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VOICES

photo SEAN HUDSON UNESCO

The Key to Success: Commitment and Action by Countries

"MUCH HAS BEEN ACCOMPLISHED, BUT MUCH MORE EFFORT IS NEEDED IF THE INTERNATIONAL GOAL OF EDUCATION FOR ALL IS TO BECOME A PEALITY BY THE YEAR 2000. WHETHER WE SUCCEED DEPENDS LARGELY ON FURTHER LARGE-SCALE EFFORTS BY INDIVIDUAL COUNTRIES."

This was one of the main messages from the *International Consultative Forum on Education for All*. Convened 4-6 December 1991 in Paris by UNESCO, UNICEF, the United Nations Development Programme and the World Bank, the Forum reviewed action taken towards education for all goals, examined the prospects of achieving universal primary education, and identified ways of accelerating progress. The Forum was attended by some sixty government ministers, heads of development agencies and chief executive officers of private and non-governmental organizations. It is a creation of the World Conference on Education for All, held in Jomtien, Thailand in March 1990, which adopted the *World Declaration on Education for All* and the *Framework for Action to Meet Basic Learning Needs*.

Setting Targets

What have countries actually done since Jomtien? Some promising signs: More than 50 countries have already launched EFA plans and strategies, set up national task forces, and revised their budgets and aid priorities in favour of basic education. For example, national EFA conferences and policy roundtables have been held in many countries, such as Brazil, Cambodia, Indonesia, Swaziland and Turkey. Brazil is planning to implement a US$6 billion programme for integrated community education centers. With UNESCO assistance, an innovative sector strategy has been completed in Benin. A $300 million general education project financed by the World Bank and other Jomtien sponsors has brought in significant financial and technical resources to help develop primary education in Bangladesh.

Industrialized countries are also setting targets. In the United States, for example, the Bush administration has set a number of education goals for the Year 2000: that all children will start school ready to learn, that at least 90 percent of high school students will graduate, and that all adult Americans will be literate. Despite this array of activity, it was agreed that there is a need to do much more to extend access to disadvantaged children, including street and working children, drop-outs and those who have never been in a classroom, particularly in developing countries.

"Although there are a number of encouraging points of progress to report on, the situation in Africa still seems extremely difficult," said UNICEF deputy executive director, Richard Jolly, at a press conference at the end of the meeting. "The overall situation of education in most parts of Africa is one of crisis."

The special focus of the Forum was the prospects for providing universal access to primary education. A British academic, Christopher Colclough, provided fresh data on what will be needed in additional resources if the international goal of schooling for all children is to be achieved. Another item dealt with promising EFA strategies. Experiences from Chile, Egypt, Guinea, the Philippines, Portugal and the USA were presented and discussed.

Easier said than done

One message put across by several donors was that delivering aid is easier said than done. Lennart Wohlgemuth, assistant director-general of the Swedish International Development Authority (SIDA) said that Sweden was presently showing an "enormous will" to allocate aid to basic education, but the domestic situation in many poor countries was in such an upheaval that it was difficult for a donor to know where to start. Richard Bissell, assistant administrator of the United States Agency for International Development (USAID) concurred: "Donors and funding agencies can do little to help until there is a national consensus and a national plan of action."

The very structure of external aid needs to be reshaped, participants said. Instead of allocating aid to discrete and often ill-coordinated

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education projects benefiting a limited number of people, donors should consider ways to support sector-wide programmes and capacity-building within countries. Also, the way aid money is spent is important. If funds are allocated for buildings and administration, but little on teachers and textbooks, results are bound to be different than if funds are used to support teacher salaries, and to boost their working conditions and morale.

In the case of multilateral agencies, the four U.N. sponsors of Jomtien are working closely together to make education for all a reality. UNESCO, the U.N. specialized agency for education, has made basic education its top priority and has launched an action plan to reinforce the organization's ongoing activities in the field.

The World Bank's lending for education and training has more than doubled since 1989, reaching an all-time high of $2.8 billion during fiscal year 1991.

James Grant, executive director of UNICEF, estimates the organization could devote up to 25 percent of its resources to education by the end of the decade, while UNDP stresses basic education as a factor in human resource development, and has pledged full support to developing nations in realizing their Education for All plans and coordinating external assistance. William H. Draper III, administrator of UNDP, emphasized this point: "In these times of fiscal constraint and dire human need, it is especially important that our efforts are well coordinated and harmonized. We simply cannot afford unnecessary overlap or duplication. The time is too short, and the problems of illiteracy and lack of skills are too severe."

Conclusion: the Jomtien follow-up is on track, but an accelerated pace and careful planning is needed in order to ensure a successful final balance sheet. ■

Teachers are the crux of any effort to reform. But it helps if the teacher and learner feel at ease with each other..

Basic education demands a more complex, more custom-made and more participatory approach — a bottom-up process that fully involves local communities in planning, design and implementation. For the donor community, this means loosening our grip on programming and devolving far more responsibility to local communities and organizations. It means building partnerships with and through NGOs, community groups, and social movements. In an area like education, which is so intimately linked to values and culture, this will be a precondition for success.

Mr. Marcel Massé, President, Canadian International Development Agency (CIDA)

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Teachers are the crux of any effort to reform, to restructure schools. The quality of the teaching force will determine the quality of education children receive. Therefore, it is absolutely imperative to focus more attention on teacher pre- and in-service training. First, all teachers must have the highest possible education and training the government can provide. This education, however, does not stop when teacher candidates graduate from college or other training programmes and enter the profession. I believe strongly that when teachers stop learning, they cease to be teachers.

Mrs. Mary Hatwood Futrell, President, World Confederation of Organizations of the Teaching Profession (WCOTP)

There is a strong case for injecting more financial resources to develop basic education in developing countries. But I feel that... countries with heavy debt burdens will not be in a position to borrow money at commercial interest rates to invest in basic education. There is a fundamental problem there. If we want to achieve education for all there is a need for a new lending policy.

H.E. Mr. A. Parsuraman, Minister of Education and Science, Mauritius

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As the specialized agency of the United Nations responsible for education, UNESCO is giving the Education for All initiative absolute priority in our work, and it will remain our priority for so long as it takes to meet the Jomtien goals...Extending access to education is the most important challenge on the way to meeting the basic learning needs of all. The "missing children" - all those unreached by education services, obliged to work for a living, traumatized and disabled by war, or having dropped out of school for a host of social and economic reasons - represent a moral responsibility that we must squarely confront.

Federico Mayor, Director-General, UNESCO

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Educating All the Children: THE COST

An additional 156 million school places and US$146 billion over the next 15 years. This is what will be needed, according to an updated study, if the ambitious international goal of schooling for all is to be achieved before the end of the decade.

The study, ***Educating all the Children***, was commissioned by UNICEF and presented at the EFA Forum. The first version appeared at the Jomtien Conference in March 1990.

The schooling for all targets can be reached, but "resources must increase and policies must change at a faster pace than happened so far," the study says.

The 156 million additional school places needed to enrol all eligible children represent an increase of 30 percent over present capacity. Although this is only two or three percent growth per year in aggregate terms, some regions will be harder hit than others. In Sub-Saharan Africa, for example, enrolments will need to double over a ten-year period. According to the study's principal author, the British academic Christopher Colclough, the majority of developing countries would be able to meet the costs required to place every child in school provided that "real spending on education increased at least as fast as population growth over the period 1990-2005." A demanding requirement - particularly for the poorer countries already struggling with a crushing debt burden and structural adjustment programmes. However, a reallocation of spending from defense, or other sectors, to education could provide most of the additional resources so badly needed.

"Our analyses suggest that the combined deficit could be reduced to around $17 billions, in 35 countries, if the proportion of the recurrent budget allocated by each country to education in the late 1980s were increased by two percentage points and kept constant over 1990-2005," the study says.

For more information: Christopher Colclough, Institute of Development Studies, University of Sussex, Brighton BN1 9RE, United Kingdom, fax: 44-273-621202

Increased Commitment to Basic Education

A large number of bilateral and multilateral development agencies are showing increased commitment to basic education in the period that followed the World Conference on Education for All, according to a new study by two British academics, Roy Carr-Hill and Kenneth King.

The study, entitled ***Changing patterns of development assistance to basic education***, analyses the response to the Jomtien challenge by the major multinational and bilateral agencies that assist in the development of education.

According to the report, presented at the EFA Forum, a number of bilateral donors identified the Conference as "the most important influence in explaining first time initiatives in education." While the on-going study is not yet able to present complete figures on aid allocated to education since Jomtien, it says that the share of bilateral aid going to all levels of education relative to total bilateral aid jumped by an average of 35 percent over the period 1987-1991, while in the case of multilaterals, the share increased by an average of 134 percent.

"There has been a substantial trend during the latter half of the 1980s in the proportion going to basic education," says the study. In 1989-1990, 21 percent of all education aid was allocated to basic education, as compared to six percent in 1987.

The study was conducted under the auspices of UNESCO and OECD, with funding by the World Bank and the Swedish International Development Authority.

photo UNRWA

Networking

The Education for All Network, a worldwide coalition of NGOs, has opened a small international secretariat in New York with an ambitious goal: improving cross-sector communication about new models and means to improve delivery of basic education at the grassroots level.

An outgrowth of NGO participation in Jomtien, the Network will assist NGOs by serving as a focal point for advocacy and coordination, encouraging them to sustain, expand and enhance their efforts to achieve EFA, and gathering and sharing information on resource mobilization and model programmes.

Regional NGO consultations in twelve different locations are being promoted by the Network during the period September 1991-June 1992. These open meetings, involving various EFA partners will, (1) identify regional and national NGOs active in EFA; (2) develop a communications relay system in the regions to collect and disseminate information on EFA model programmes; and (3) develop a regional position statement outlining actions designed to strengthen new partnerships and to help achieve the goal: Education for All. The role of NGOs will be the primary focus of attention.

For more information, please contact: Dr. Anele Heiges, EFA Network, IFC, 2 United Nations Plaza, Room 1124, New York, NY 10017, USA. fax: 1 (212) 756-3566

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Monitoring EFA Goals

How successfully are the Jomtien EFA goals being met? One of the key functions of the FORUM is to monitor how well countries are living up to the commitments made in Jomtien, and to identify shortfalls and problems. The Forum discussed the art of monitoring based on four on-going initiatives.

The World Bank is promoting systems for measuring pupils' learning achievement in 39 developing countries. A similar approach, undertaken in Togo, explores how factors in the learning context, such as availability of textbooks, affect pupils' learning.

A UNDP-funded demonstration project carried out by the International Institute of Educational Planning in four developing countries aims to build local capacity to assess and improve learning achievement in schools. The UNESCO Institute of Education is developing a "tool box approach" to enable local researchers to collect and process relevant data in non-formal education programmes.

Assessing learning achievement and monitoring progress across countries depends ultimately on the availability of reliable data. Currently the three general sources used by the international community (official statistics, which are often incomplete and out-of-date; surveys and research, usually geared to specific policy concerns; and reports presented to various fora) provide little information on the relationship between inputs, processes, and outcomes. Also, they do not shed much light on the situation of certain categories of learners, such as the disabled, refugees and ethnic minorities.

The EFA Forum stressed that more effort is needed to develop national capacities in assessment and monitoring, particularly in the use of cost effective methods, such as sampling. Better indicators of progress towards the EFA goals are also needed. Cooperation among countries and organizations should make it possible for all EFA partners to "establish procedures for monitoring progress at regional and international levels", as stated in the Jomtien *Framework for Action*.

BRIEFS

●●● Attaining functional literacy

Literacy issues were discussed in a rather unique conference (10-12 October, 1991) hosted jointly by the Linguistics Department of Tilburg University and the Netherlands UNESCO Commission.

As a follow-up to International Literacy Year and the call to look at literacy in a more holistic fashion, the conference brought together historians, anthropologists, sociologists, linguists and specialists in early childhood and adult literacy from both developing and industrialized countries. Two hundred participants from 28 countries attended.

●●● Textbooks

Twenty high-level officials from Eastern and Southern African countries met in Maputo, Mozambique, 19-22 November 1991, to discuss how to make textbooks more accessible in schools. The seminar, ***Planning Textbook Development for Primary Education in Africa,*** was organized by the UNESCO International Institute of Educational Planning (IIEP) in cooperation with Swedish International Development Authority. IIEP now plans to produce a series of 12 training modules for educational planners on the subject.

●●● A Literate World

The UNESCO International Bureau of Education, IBE, has published a new booklet that covers literacy issues in an easily readable form to people "for whom literacy really matters."

The 32-page publication, ***A Literate World***, presents issues such as the definition of literacy, teaching the underprivileged, how to motivate learners, the cost of literacy and international co-operation. *For more information: IBE, P.O. Box 199, 1211 Geneva 20, Switzerland, fax: (41-22)798.1486*

Collective Consultation

Some 33 international NGOs and 20 observers met in Paris from 9-12 December 1991 for the ***Collective Consultation on Literacy - Education for All.***

Participants discussed issues such as basic education in the context of the family, how to reach the most marginalized groups, the preparation of a booklet on NGO experience with literacy projects, and basic education and the environment.

The meeting also gave the participants a chance to discuss how to write a project document in accordance with internationally recognized guidelines.

UNESCO VIDEO on Affirmative Action in Chile

In Lota, deep in the coal-mining heartland of Chile, lives Adriana, 12, and her family. Every day her father descends one thousand meters underground to mine coal in heat and dust. But coal mining in Lota is not only dangerous, it is also uncertain. There mig... not be any more jobs here in the future.

Adriana wants another life for herself: her dream is to become a medical doctor. While this perspective for the future might not have seemed realistic for a miner's daughter a couple of years ago, a new basic education programme launched by the Chilean government now allows for such bold plans. Entitled the ***900 Schools,*** the programme is a case of affirmative action, aiming to increase learning achievement in the schools in the most poverty-stricken areas of the country.

UNESCO has produced a 30-minute video on this programme, pictured in the context of a changing Chile. Directed by Juan Luis Bunuel and produced in French and Spanish, the video features how a newly democratic government, with assistance from Swedish and Danish bilateral donors and the World Bank, is doing what many thought impossible: boost learning among the most disadvantaged children in the country.

Chile has realized that it is not enough to offer the same possibilities to the rich and poor, because children from underprivileged families need extra support. The 900 Schools programme, now reaching 1,385 schools and and some 222,250 pupils, aims to help poor children to learn more and better by giving them small classes, good, appropriate school books and motivated teachers.

The video, ***Chile 1991: The Years of Change****, (US$60) can be obtained by writing to: Ms. Ulrika Peppler, ED/BAS/CBE, 7, Place de Fontenoy, 75700, Paris, FRANCE.*

COUNTRY ACTION

GERMANY

Germany is planning to triple its aid to basic education over the coming years, according to Mr. Johannes Lohse, ambassador to UNESCO, speaking on behalf of the German ministry for cooperation in development. Mr. Lohse told the EFA Forum that in 1992 the government plans to increase aid to education to DM110 million, compared to DM40 million in 1990. The aid will be allocated especially to poor countries in South Asia and Sub-Saharan Africa.

However, he warned that "our efforts to increase promotion of basic education in developing countries depend essentially on developing countries submitting eligible projects and programmes." An enquiry last year among German embassies in developing countries did not result in "any schemes worth mentioning for substantial aid measures in basic education," he added.

Mr. Lohse said the World Conference at Jomtien and its resolutions have had a "profound echo" in the German public and media. A Citizens' Action Group has been formed to raise public awareness of the importance of basic education, and the German Parliament asked the government in a resolution last year to give higher priority to the issue.

EGYPT

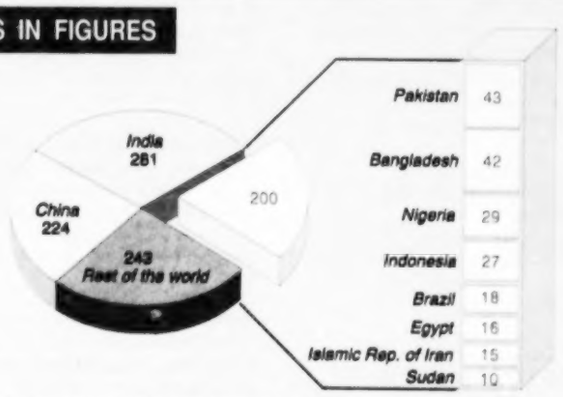
Egypt has launched an ambitious Education for All initiative, expected to benefit an estimated 17 million Egyptians.

As the country's children are already required by law to complete eight years of schooling, policymakers have, in line with the Jomtien goals, focused on improving access to and quality of education. Policies to improve access include increasing the number of classrooms in both rural and urban areas; improving school buildings and promoting the enrolment of disabled children.

In order to boost the quality of basic education, the country has adopted a new curriculum that emphasizes analytical thinking and is appropriate to specific age groups. Furthermore, it has upgraded testing and evaluation methods and introduced promotion and salary incentives for teachers.

Illiteracy, affecting one in two adults, is being combated on many fronts. An estimated eight million illiterate adults between the ages of 15-35 will be required to complete a minimal education course, and illiterate adults above the age of 35 will be encouraged to join literacy programmes.

FACTS IN FIGURES



The ten countries with the largest number of illiterate adults. (in millions)

Source: UNESCO World Education Report 1991

BOOK-NOTES

Education for All: purpose and context, an expanded vision, the requirements.

UNESCO, in collaboration with the United Nations Development Programme (UNDP), UNICEF and the World Bank, has published a set of three monographs dealing respectively with the purpose, vision and requirements of the world campaign to meet basic learning needs and to reduce illiteracy on a massive scale.

Each monograph is based on the debates and the printed and audio-visual materials presented at the roundtables held during the World Conference on Education for All (Jomtien, Thailand, 5-9 March 1990).

Available now in English, and soon in French and Spanish, the monographs cover topics related to each of the three sections of the World Declaration on Education for All adopted at Jomtien: 1) *the purpose and context* of education for all; 2) *an expanded vision* of basic education; and 3) *the requirements* for this vision to become reality. They deal with such issues as the cultural dimension of basic education, the impact of science and technology on basic needs, the importance of improving actual learning achievement, the strengthening of partnerships among providers of education, and the mobilization of people and material resources to provide learning opportunities.

(Education for All: Purpose and Context, An Expanded Vision, The Requirements, published by UNESCO, 1991, France, ISBN: 92-3-102769-7. The French and Spanish versions will be available in mid-1992).

Education in the developing world: conflict and crisis

The 1980s was a decade of disaster in much of the developing world. Throughout Africa, Asia and Latin America the burden of international debt, war and civil conflict crushed efforts to sustain education. Literacy schemes were abandoned, schools fell into dispair and books and equipment became a luxury. The World Conference on Education for All in 1990 asserted that it was time to repair the damage and launched a global initiative to make basic education universal and reduce illiteracy massively. In *Education in the developing world: conflict and crisis*, Sarah Graham-Brown argues that these international goals are already in jeopardy. She observes that school systems in many countries are in a state of "permanent crisis management." Vulnerable groups - the poor, ethnic minorities, refugees and women - suffer acutely.

The book argues that basic education often has been sustained only as a result of efforts of communities, liberation movements and popular organizations. But in the face of war and civil conflict, and without the necessary resources, such endeavours can easily be stifled. Only a sustained effort to narrow the economic gap between North and South can make the promise of Education for All a reality, the author argues.

(Education in the developing world: conflict and crisis, published by Longman on behalf of World University Service (WUS) UK and WUS, Germany, 332 p.1992. ISBN 0-582-06431-7)

CALENDAR OF MEETINGS

FEBRUARY - JUNE 1992

February 12-13 *Windhoek (Namibia)*
National Workshop on Marginalized Children

February 17-18 *Windhoek (Namibia)*
Seminar on Educational Management and Administration
>>> Mr. E. Moyo, UNESCO Office in Namibia, Private Bag 24519, Windhoek 9000, Namibia, fax: (264-61) 223651

February 24-26 *Dhaka (Bangladesh)*
The Regional Consultation on EFA for South Asia - EFA Network
>>> Ms. Anele Heiges, EFA Network, ICF, New York, New York, 10017, USA
fax: (1) 212.756.3566

March 2-3 *Rome (Italy)*
International School Health and Nutrition Meeting
>>> Mr. Ronald Israel, Education Development Centre, 55 Chapel Street, Newton, MA 02160, USA tel: (1) 617.969.7100
fax: (1) 617.332.6405

March 2-6 *Tagoytay (Philippines)*
The Quality of Primary Education in Asia
>>> Ms. Angela Ranson, Economic Development Institute, the World Bank, 1818 H Street NW, Washington DC 20433, USA

March 12-15 *Annapolis (USA)*
Comparative and International Education Conference
>>> Stephen Heyneman, the World Bank, 1818 H Street, N.W. Room H-8047, Washington, D.C. 20433, USA

April 20-22 *Santiago de Chile (Chile)*
Regional Seminar on Strategies of Action to meet basic learning needs
Regional office for Education in Latin America and the Carribbean /UNESCO
>>> Calle Enrique Delpiano 2058, Casilla Postal 3187, Santiago de Chile, Chile
fax: (56-2) 491.875

April 24-29 *Colombo (Sri Lanka)*
The situation of street and working children: the role of formal education
>>> UNESCO National Commission, Ministry of Education, Isurupaya (3rd floor), Battaramulla, Sri Lanka
fax: 94-1-565889)

June 8-14 *Prague (Czechoslovakia)*
VIIth World Congress of Comparative Education - Education, Democracy and Development
>>> Prof. Frantisek Singule, M.D. Rettigove 4, CS-11639 Prague 1, Czechoslovakia,
fax: 0042-2-290225

June 10-11 *Paris (France)*
Basic Education - Donors roles and responsibilities
OECD Development Assistance Committee
>>> Mr. Carl Wahren, Head, OECD/DCD/AMD, 2 rue André Pascal, 75700 Paris, Cedex 16, France, fax: 33-1-45-24-16-23

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Secretariat for the EFA Forum
UNESCO, 7 Place de Fontenoy,
75700 Paris, France
Fax no. 33 1 40659406
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